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The Campus

VOL. LV MIDDLEBURY, VERMONT, THURSDAY, OCTOBER 8, 1959 NO. 3

EPC Proposes New Curriculum Plan

By DIANE ALPERN

The Educational Policy Committee released this week an academic evaluation report containing many revolutionary proposals. Among the suggested revisions is the plan of carrying only four academic courses the first three years and three courses in the senior year.

If approved by the faculty and the Board of Trustees, the proposed system would go into operation in the fall of 1961. It would thus affect the present freshman and sophomore classes.

The release of this report represents the culmination of a summer's labors by the eight faculty members of the Educational Policy Committee. The work of this committee was made possible under a $15,000 grant from the Fund for Advancement of Education.

Spring Curriculum Study

This grant also financed a three-day study of the curriculum last spring by four educators. The four are Jacques Barzun, dean of faculty at Columbia University; James Cusick, professor of economics at Dartmouth College; M. Gilford Burford, chairman of the department of chemistry at Wesleyan University and Hunter Kellenberger, chairman of the division of foreign languages at Brown University. They later drafted a report based on observations made during their visit here. The eight-man faculty committee made use of many suggestions from the educators' report in formulating the present report.

Summer Study

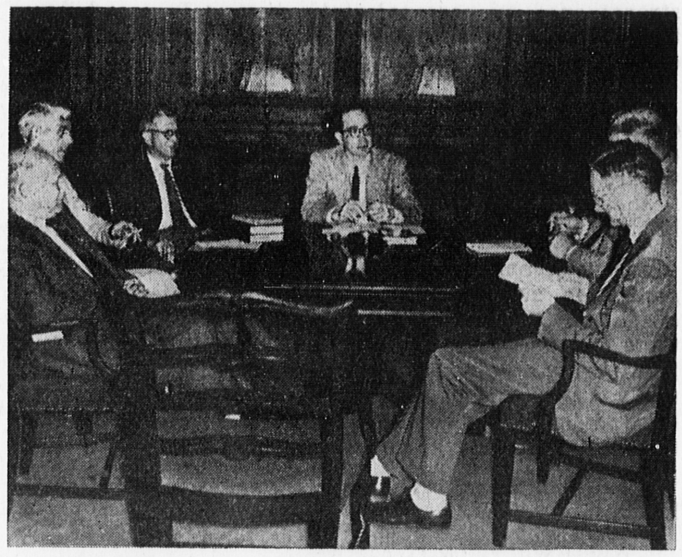
The summer committee of the Educational Policy Committee consisted of Paul Cubeta, chairman; John Andrews, Donald Ballou, Arthur Brown, William Harris, Walter Moyer, Howard Munford and David Smith. These men met 49 times during the summer.

The 1959-60 Educational Policy Committee unanimously ratified the work of the summer committee. A total of 12 professors signed the report.

The heads of the departments of humanities, social sciences, natural sciences and foreign languages will meet in the next few weeks to discuss the report and make additional suggestions. The report will then go before the faculty for ratification; if passed by the faculty, it will ultimately go to the Board of Trustees.

Cubeta Comments

In commenting upon the report, Cubeta said, "The Educational Policy Committee feels this is a plan with attractive possibilities for the College and hopes that it will find favorable reception with faculty and students."



NEW MIDD: Paul Cubeta, chairman of the Faculty Educational Policy Committee, leads his group in a discussion of the report they have presented this week to the faculty and student body for study. The faculty will eventually vote upon the proposals it incorporates.

Board of Trustees Approves Plan for Graduate School

Plans for a graduate school of Italian at the University of Florence have been approved by the Board of Trustees. The school, Middlebury's fourth on the continent will open for the 1960-61 academic year. Dr. Stephen Freeman, director of the Language Schools, promises.

The programs offered will be similar to those of the graduate schools in France, Spain and Germany, which place emphasis on language and literature studies. After a summer of training and screening at the Italian language school, students will study from October 1 until mid-June at Florence, living in private homes. Middlebury College will confer an M.A. degree on those who satisfactorily complete the courses.

Dr. Salvatore Castiglione, who has been a staff member of the Middlebury Summer School of Languages for 15 years, will direct the school. He presently serves as acting Director of the Institute of Language and Linguistics at Georgetown University. During Christmas vacation, Dr. Castiglione will make final arrangements and issue a preliminary announcement for the first academic year.

The school will draw its enrollment from the Italian Summer School, which had 65 students this summer. Dr. Freeman said the new school can expect about 20 enrollees for the first semester.

Blood Drive Set for Oct. 19

The fall blood drive will take place Monday, Oct. 19, from 11:00 a.m. until 4:45 p.m. in McCullough Gymnasium.

All students 18 years of age or older are eligible to give blood. Those under 21 must have permission slips signed by a parent or guardian. These slips can be obtained in the women's dormitories, fraternity houses or at the Student Union.

The quota for the blood drive is 250 pints. As in previous drives, donations from fraternities, sororities and independent students will be tallied on a percentage basis and the results published following the drive.

College participation in the regional blood program enables any student at Middlebury to receive blood free of charge in any United States or Canadian hospital until time of graduation. Participation in this program also helps make it possible for all Vermont and New Hampshire residents to receive blood without charge.

Helen Smith '60 is chairman of the drive.

Inside Story

RELIGION: Klive ponders its place Page 2
AMERIKA: Translation of Soviet Magazine article by Margaret Fayer Page 2
LEGEND: Gamalial Painter founds College traditions Page 10

Swift Will Conduct 4 Study Seminars

Four seminars in methods of study will be conducted by Frederic Swift, lecturer in psychology, beginning Monday evening.

The program aims at helping students, especially freshmen, get the most value from college courses by employing efficient means of learning. Swift will discuss motivation and habits of study, use of textbooks, lecture and reading notes, the learning process, preparing for examinations and the integration of education.

The four sessions, on successive Mondays, commence at 7 p. m. in Munroe 303.

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Registration Begins Tomorrow As Alums Return for Weekend

Homecoming Weekend, known as Alumni Weekend at several Eastern schools, is just that at Middlebury this year.

Alumni are expected to begin returning tomorrow. Registration for returning graduates will take place in the Student Union from 2 until 10 p. m. Tomorrow evening a buffet supper will be served on the Breadloaf campus at 6 p. m. Supper will be followed by an informal lecture by Howard Munford, professor of American Literature.

"Kind Lady" Performance

A repeat performance of the Commencement play of last year, "Kind Lady," by Edward Chodorov, will be given tomorrow at the Wright Memorial Theater beginning at 8:30 p. m.

Registration will continue Saturday morning from 8:30 until noon. Open houses in classes will be held from 8 a. m. through noon. At 9:30 a. m. there will be an alumni coffee hour in the South Lounge of the Student Union. The Alumnae Council will meet at Breadloaf and the Alumni Council at Stewart Hall at 9:30 a. m.

Middlebury-Williams Game

The alumni will then go en masse to the field house for a pre-game buffet luncheon, which will be served from noon until 1:15 p.m. The Middlebury-Williams football game will follow immediately at adjacent Porter Field.

At 6 p. m. dinner will be served at Breadloaf, followed by a combined Library-Alumni Fund meeting at 7 p. m.

Saturday night a second performance of "Kind Lady" will be presented. For the energetic there will be a square dance and entertainment entitled "An Evening of Fun" at the Breadloaf Barn.

Sunday Schedule

The weekend will come to a close on Sunday beginning with an Alumnae Council breakfast at the Waybury Inn. Chapel Services at 10:45 a. m. in Mead Memorial Chapel will conclude the Homecoming schedule.

Menace, Masterpieces Mix In WMT Homecoming Play

By C. OTIS

"Sweetie, can't you be a little more menacing? I can't have a heart attack on Method alone."

"Who took my masterpieces? Doesn't that crew realize that my whole scene depends on them?"

"But Mr. V., if I sob, my brand new contact lenses will fall out."

"All right now, play it."

"Bill, I need a guard rail ten feet high, or so help me I'll fall off this platform and break my leg."

Observed last week at a rehearsal, billed as "technical," the fall cast of "Kind Lady" appeared to be thoroughly under the influence of the "high class horror mystery" which they will present tomorrow and Saturday at 8:30 p.m.

The play is the story of a kind-hearted and generous art collector, female, who is victimized by an unscrupulous though charming crook, male.

These two characters were overheard discussing the very remote pissibility of inserting a waltz scene "for a change of pace." Shortly thereafter they plummeted onstage and assumed their roles as persecuted and persecutor. A few moments after they exited, He was heard castigating Her for looking too slinky in her pathetic little negligee.

No Coffee Cups

"Meantime a crisis was precipitated offstage by dearth of coffee cups. An imposing urn, painted chipped Middlebury blue, sat on a battered table just outside the dressing rooms, but nobody could get at its contents. Somebody whooped that Stanislavsky wouldn't let himself be daunted by a minor lack like this.

The infatigable coffee hound from The CAMPUS stalked the piles of lumber and canvas in the workshop until the keen journalistic eye lit on a satisfactory coffee cup substitute. It proved to already contain a blue substance. The editorial "we" quickly set it down. Perhaps, our fevered imagination suggested, the play contains an arsenic poisoning or else we have stumbled onto a plot to eliminate person or persons unknown. Jotted down a note in

(Continued on page 10)

Many Parties To Highlight Homecoming

By SAM ORTH

Middlebury's ten fraternities and Atwater Club have announced a busy schedule of parties, buffets and jazz concerts for Homecoming Weekend.

Alpha Sigma Psi will have a cocktail party, complete with Dixieland, after the Williams game. A buffet will follow from 6 to 7:30 p. m. After the Commodore's Ball ASP will begin a BYO jazz blast featuring rock 'n roll by Hap Snow.

Alpha Tau Omega's weekend plans are still tentative. The feature of the weekend, however, is all set — the Jazz Doctors will perform at ATO beginning at 4:30 p.m. Saturday and continuing until infinity if necessary.

Chi Psi plans a cocktail party from 4:30 to 6:30 p.m., followed by a buffet supper. A BYO party with jazz will begin when the dance is over.

Delta Kappa Epsilon has scheduled a cocktail party from 4:30 to 6:30 p. m., followed by a buffet supper. A BYO party with jazz will begin when the dance is over.

Delta Kappa Epsilon has scheduled a cocktail party from 4:30 to 6 p. m. with jazz by Ralph Cobb. A buffet supper for brothers and alumni will follow until 7:30 p.m. After the dance the Dekes plan a BYO record party.

Delta Upsilon has planned a full schedule of events for brothers and alums. The Williams chapter of DU will spend Homecoming at Middlebury. Events will begin with a BYO cocktail party right after

(Continued on page 10)

Whither?

Why are we here? Where are we going? How do we get there?

These and other similar questions constantly confront us. And we may all admit that such questions are more easily asked than answered.

But let's try.

A college education is a privilege earned by ability. Our presence here indicates the fact of our ability. However, ability alone is not enough. It must be strengthened by personal motivation, values and determination, as well as desire and respect for knowledge.

Where we are going is an individual decision. This decision can only be made by knowing one's self, one's abilities and one's desires. Through a college education we are offered the opportunity to investigate and clarify these abilities and desires. The alternatives can then be more validly weighed.

Development results from one's independent organization, integration, questioning and understanding of the course materials fully as much as from the contents of the courses themselves. Doing this will very likely bring scholastic achievement, but, far more valuably, at the end of our four years in college our desires and motives should have crystalized sufficiently to make us clearer about our destinations.

The ends we attain will be proportionate to our abilities and motives.

Where will you arrive?

Welcome Back

The CAMPUS welcomes back not only the alumni, returning to relive in a weekend four years of their past, but also a new neighbor in Recitation Hall.

Barring any further delays, WRMC plans to resume broadcasting on Sunday evening.

Since its financial failure last year, the station has been beset with frustrations at every attempt to return to the air. Unable to account for a previous loan, they were refused any further aid by the administration.

Turning to the Undergraduate Association during the second semester, the station obtained funds enough to pay their back debts. Work began at that time on more practical transmitting equipment.

Last spring Buildings and Grounds agreed to install the necessary wiring for the new equipment. Through lack of coordination or cooperation, nothing had been done by the opening of school.

At last, they have announced their definite intention to return on Sunday evening. They are confident of success, although still in shaky condition, financially. Given a chance, they believe they can stay in business. We wish them luck.

THE CAMPUS

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All contributions to this newspaper are subject to its editorial policy and style rules. The editorial board reserves the right to edit and condense letters received for publication.

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FACULTY FORUM

Klive Ponders Religion's Place In the Liberal Arts Education

By VISVALDIS V. KLIVE
Instructor in Religion and Philosophy

What is the place of religious studies in liberal education? Should colleges like Middlebury expand their departments, offer more courses, encourage wider participation of students in various religious activities? Should I, as a student, devote a considerable amount of my studies to different religious subjects, though I do not plan to enter a theological school? These are some of the questions that become increasingly inescapable as the popularity of religion continually increases outside the academic community. We may even discover some such developments within the community itself. Several educators have noted the fact that the entering freshmen have arrived with a distinctly different religious outlook than their predecessors of a couple of years ago.

CONTRARY TO widespread expectations, there are no easy answers to these questions. We must ponder and weigh different circumstances. For one thing, the increasing popularity of religion may not mean the deepening of religious life and thinking. It is interesting to note that some of the fastest growing religious movements encourage little or no hard, reflective and critical thinking about problems of religious significance. They appear as rather hectic "peace-of-mind" cults competing for larger and larger audiences.

To an academic community, religious studies may claim a place of importance only when their studies strive for the same depth and thoroughness as the other academic disciplines. Shallow religious study, like shallow scientific investigation is dangerous. The quality is important. This also involves the student. Only the searcher, the curious, the critical, the interested should truly be welcomed. Persons who look for easy solutions should turn to other sources.

ANOTHER problem is the question of integration. Popular religion often appears as a tight compartment of a believer. Searching questions about the relation of the religious convictions to the various fields of human inquiry, are often countered by dogmatic assertions. In fact, some "prophets" encourage this discontinuity or break between religion and other phases of human intellectual life. Such an attitude, appealing as it may be, is not only contrary to the mainstream of the Judeo-Christian tradition, but it is completely unworthy to be investigated or even held by an educated person.

Religious studies are significant in the liberal education only if they are fully integrated in two different senses: (1) in the entire structure of the academic learning, and (2) in the particular program of the individual student. Quite obviously it is not easy to achieve integration in either of these two senses. It is doubtful whether we can achieve this by requiring more courses, adding new programs, etc., though such things may help in some instances. Real integration starts when we begin to ask questions, like what religion with this or that specific field of inquiry, its particular problems means for this or that individual study.

FINALLY, popular religion is often intolerant. We can easily un-

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Fayer Translates 'Amerika' Article About Middlebury

In the current issue of "Amerika" Russian people are introduced to life at the Middlebury Summer Language Schools. Published in Russian by the United States Government the magazine is sent to the Soviet Union on a reciprocal basis. The comparable Russian magazine is called "U.S.S.R."

The "Amerika" article which was translated by Margaret Fayer, College librarian and wife of Mischa Fayer, professor of Russian, gives a concise coverage of the highlights of summer school life.

The article explains why Middlebury decided to start the language schools in 1915, stressing that it was "to achieve better understanding among nations." Included also is a brief history of the College and a description of its location. "It is picturesquely situated on a hill overlooking a typical American small town and in external appearance resembles all old colleges and universities in New England."

Student Gives Pledge

"Amerika" puts great emphasis on the pledge taken by every language student "to speak only the language he is studying." The article goes on to explain how this pledge affects every aspect of the student's life while he is in summer school. "He has to use it in the dining room, in the dormitory and even during excursions and picnics."

Included with the articles are a dozen photographs showing the language laboratories, the campus and the students studying. These photographs also show the lighter side of College life — various plays and dances that each language school presents during the summer.

Fayer says that Khrushchev himself reads this magazine in an endeavor to find out more about the U. S.

Miscellany . . .

College's Autumn Evolution

By ROBERT LEVERANT

Although September has passed, Mother Nature hasn't recognized that this is Vermont, and that according to the Farmer's Almanac the weather should be colder. In spite of reality during the past week our screens were taken off as scheduled last June with the full approval of the prolific insects. Idly one wonders why Middlebury, Vermont, and lethargic flies are synonymous. Up until this past year on the China mainland people suffered similarly, but incorporated in the recent reforms was a fly extermination bill. As it was each citizen's responsibility to kill five flies a day, the multitudinous hoarde didn't stand a chance. Perhaps with the cooperation of the student body this insect domination over man can be ended. Plan ahead for your date next spring by taking along the usual necessities and a fly swatter.

DESPITE IT'S TRADITION, the administration this year made an attempt to solve an annual problem: the Bookstore Turmoil. An officer of the law was hired, evidently to see that the pedestrian progression was orderly. When entering the bookstore one felt a moral obligation to display his identification card before him. In order to leave the cubicle, our 35-cent receipt for a pack of cigaretts had to be shown to this new customs official. To some this denoted a certain anthropological change as there is no longer honesty among thieves.

AFTER 159 years Middlebury College is markedly different. It's physical growth from a one-building school in 1800 to today's community size has been close to phenomenal. As a result of rare foresight the College campus is among the most beautiful in America. The general unity of the architecture and good exterior design, "design on good terms with Nature herself," is almost unique. In fact one wonders if those holes in the Student Union Road are part of a reactionary movement toward authenticity.

Gauging the development of the atmosphere is not as simple as gauging the physical development. In fact a triumvirate of American scholars were hired last year to do just this. Either with or without this important critique one readily admits that life is different from those humble beginnings of 1800 where "a disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone."

Of course, the best judges of Middlebury's evolution are those not presently involved with the College, but those who once had a formal connection, namely the alumni. In their contrasting of then and now this weekend we hope will be a respite from the plastic world of today, and, if only for a few fleeting moments, a return to the little world of Middlebury College, Middlebury, Vermont.

To the Editor

Schnoor Compliments

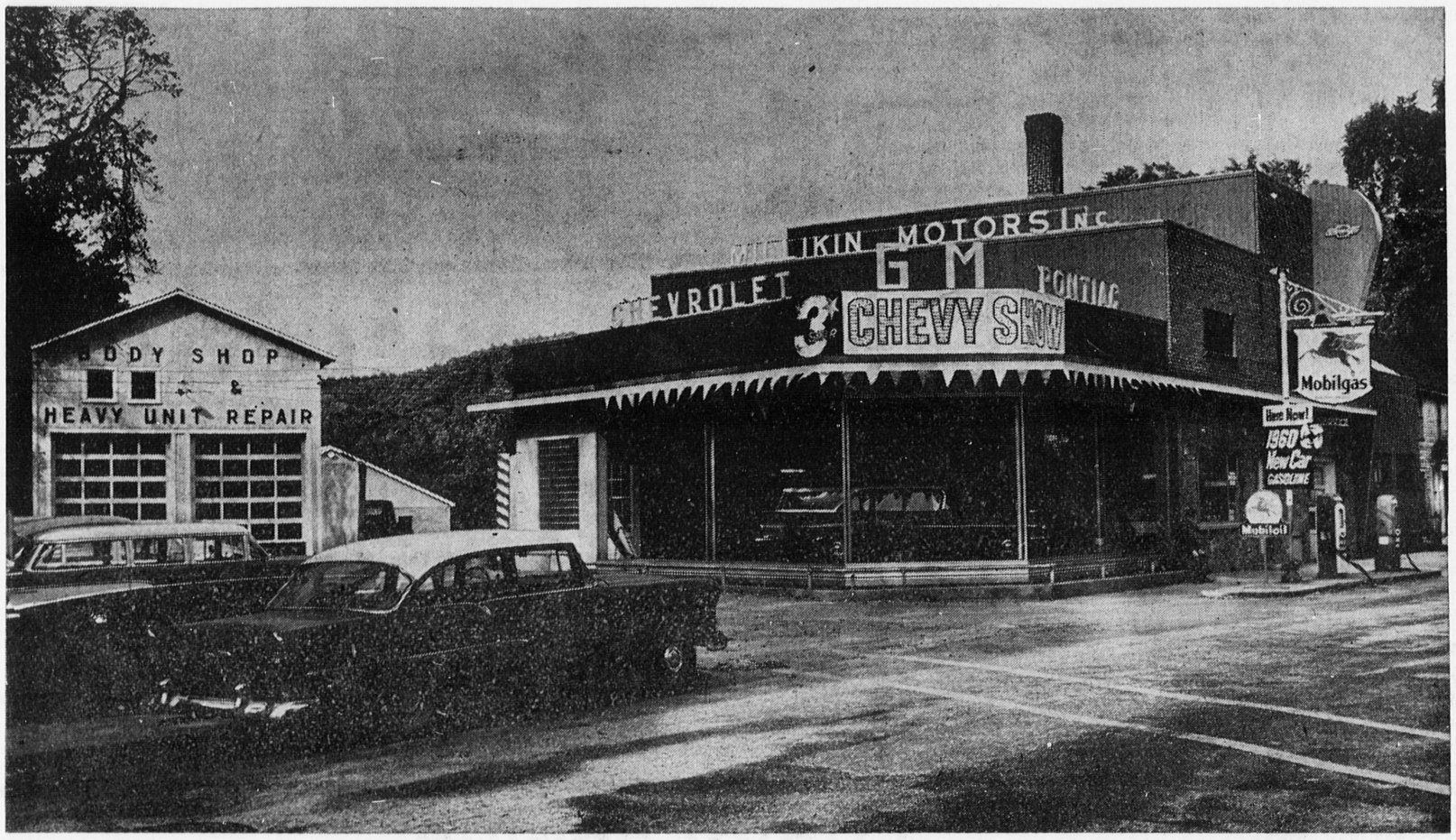
To The Editor:

We would like to compliment the people responsible for the joint Contemporary Civilization-Chapel lecture of Oct. 4 for bringing to Middlebury a speaker who would create a responsible awareness of the problems of our current situation. We applaud this as a positive step, one too seldom taken in the College.

But is it recommendable for us to "dedicate our lives" to "understanding" the idealism of our enemies? We would like to suggest that Middlebury College obtain a speaker to balance Mr. Clinchy's naive solutions to our problems. We would rather hear someone who would shake our complacency than one who augments it.

Or, are we to follow Mr. Clinchy's advice and sacrifice a portion of our basic concepts to a compromised existence with Communism, whose unflinching Hegelian aim is to dominate the world? Are we to believe that the hearts and flowers of World Brotherhood will be enticing enough to the Communists to make them renounce their increasing success in their own uncompromising endeavors? Are not our Christian principles insufficient ammunition in the face of an anti-Christian state? — or will "love beget love"?

SANDY SCHNOOR '61
LEA CUMMINGS '61
NANCY BARHITE '61



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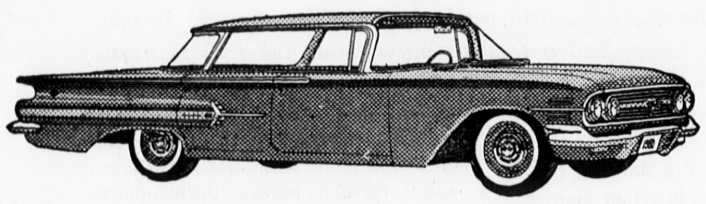
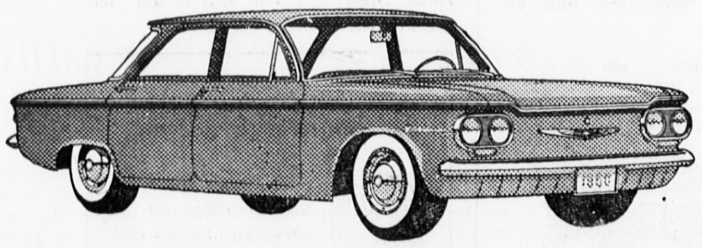
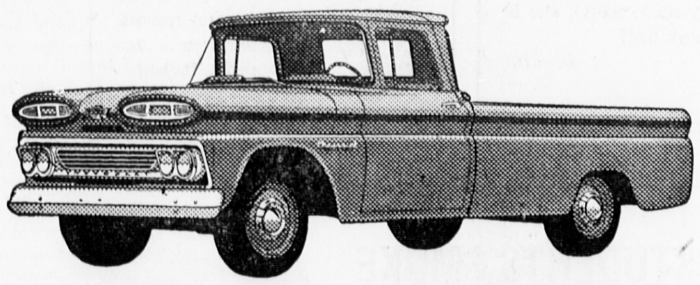


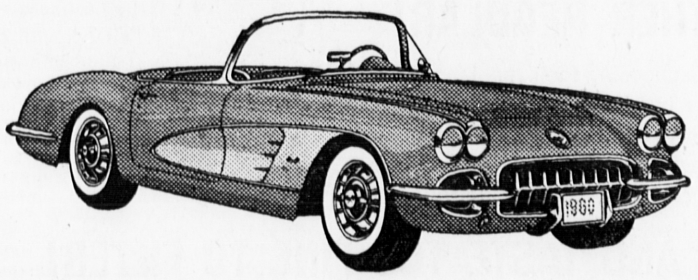
Nearest to perfection a low-priced car ever came—the 1960 Impala 4-Door Sport Sedan!



Here's Corvair, with its engine in the rear where it should be in a compact car.



Chevy's done the next best thing to paving every road in America, with trucks like this Fleetside ½-ton pickup.



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You're looking at the home of your newest Chevrolet dealer — and his doors are wide open! Drop in and say hello to the friendly staff. Look the whole place over — the attractive new-car showroom and clean, spacious service center. And while you're here, get all the facts about the superlative '60 Chevrolet . . . the revolutionary rear-engine Corvair . . . America's only true sports car, the Chevrolet Corvette . . . and the lineup of 1960 Chevrolet trucks. Make a date to visit your newest neighbor soon! . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

"Ed" Millikin, New York publishing and advertising man, the proprietor of Millikin Motors, Inc., successor to Middlebury Motors. Dartmouth alumnus and ex-naval officer has combined admiration for Middlebury and Vermont with a desire to be his own boss.

UA Executive Council Aids Students in Many Respects

Coeducational student government became a long anticipated reality in January, 1957, with the establishment of the new executive council of the Undergraduate Association.

The constitutional purpose of this organization is to provide a directing force for coordination and cooperation among chartered student activity, service and governing groups; to foster a spirit of unity among the students, faculty and administration of the College by providing a central channel through which considered student opinion on undergraduate affairs shall be recognized; to develop among the students a sense of personal responsibility for their own conduct and the welfare of the College, and to provide training and experience in the establishment and operation of a representative government.

Council Members

The executive council is composed of the officers of MUA and WUA, presidents of IFC, Blue Key and Mountain Club, chief justices of the judicial councils, a representative of the independent men, fraternity presidents and the president of Atwater Club. Other members are the presidents of Panhellenic Council and Mortar Board, one representative from each dormitory of over 50 residents, one representative from the combined houses smaller than 50, the chairmen and vice-chairmen of the classes, the chairman of the Student Educational Policy Committee and editor-in-chief of the CAMPUS.

The executive council is headed by a chairman and vice-chairman elected by the vote of the entire student body.

Although membership in the UA is constitutionally prescribed, meetings are open to all students, and their ideas and opinions are sought. The UA chairman and vice-chairman, Gordon Chader '60 and Gail Smith '60, urge that anyone interested in student government attend these open meetings.

'54 Midd Alumnus Gives Chapel Sermon

The Reverend Wallace C. Short '34 will deliver Sunday's chapel sermon. Services will take place at 10:45 a. m. for the convenience of alumni.

A graduate of Middlebury, Reverend Short was a member of Blue Key and president of the Christian Association.

In 1957 Reverend Short graduated from Union Theological Seminary.

Faculty Forum: 'No Easy Answer'

(Continued from Page 2)

derstand such an attitude: the new found "truth" always appears so true, so convincing, that other views can be simply brushed aside. In fact, some say that intolerance is the mark of a vital religion. This is obviously wrong. The attitude of intolerance is in complete opposition to the values embodied in the very foundations of an academic community. There is a basic difference between religious zeal and the religious interest that leads to a fruitful study. Even more, tolerance and freedom within the academic community are necessary conditions, so that religious studies may have a definite value for the human society as a whole.

We have not answered any of the questions mentioned at the beginning. These questions will be with all of us for a long time. We have to learn to live with them, but not only that, also to find at least temporary solutions.

WELCOME!

We take pride in being one of the best ski shops in the East . . . To serve the most ski-minded campus this side of the Rockies.

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THURS & FRI. 3:15 P.M.

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SUN.-TUES OCT. 11-13

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EVENINGS 7 & 9

WED.-SAT. OCT. 14-17

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COMING

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BLUE DENIM

LUCKY STRIKE *presents*

Dear Dr. Frood:

Dr. Frood, Ph.T.T.

Dear Dr. Frood: I am a 35-year-old freshman. Should I wear a beanie?

Worried

Dear Worried: If I were a 35-year-old freshman, I'd wear a mask.

Dear Dr. Frood: Nobody likes me. Girls despise me. Men can't stand me. Profs detest me. Dogs snap at my cuffs. What should I do?

Hated

Dear Hated: Don't ask me. I don't like you, either.

Dear Dr. Frood: I'm a non-conformist. But I smoke what everybody else smokes —Lucky Strike. How can I be different and still smoke Luckies?

I. M. Odd

Dear Mr. Odd: Light both ends of the Lucky and insert a straw into the middle. Sip the smoke through the straw and say "wildsville" after each puff.

DR. FROOD'S MORAL OF THE MONTH

Things worth having are worth working for. For example: If you want a football letter, find a football player and ask him to write you one.

Dear Dr. Frood: I'm flunking everything but math. I get D in that. Help me.

(*Name withheld by request*)

Dear Withheld: Spend less time on math.

Dear Dr. Frood: I have a ravishingly beautiful girl in my class. Sadly, she is witless. Should I flunk her?

Bookish

Dear Bookish: Pass her. Other professors are waiting.

Dear Dr. Frood: I go steady with two girls—one in the dorm, one in the Theta house. Traveling between the two places is making a wreck of me. What to do?

Tired

Dear Tired: Get your girl to get your girl into her sorority.

DR. FROOD AND THE AMAZING NEW FILTER

I had occasion recently to study the remarkable "no smoke" filter made of solid lead. No matter how hard you puff, you get no smoke. Incidentally, a pack of these cigarettes weighs 2 pounds. Luckies weigh less . . . and you get smoke. The best.

COLLEGE STUDENTS SMOKE MORE LUCKIES THAN ANY OTHER REGULAR!

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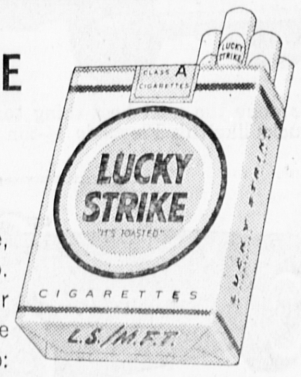

TOBACCO AND TASTE TOO FINE TO FILTER!

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Complete Text of FEPC Proposal

I — THE PROPOSED PLAN

Under the grant from the Fund for the Advancement of Education, the Educational Policy Committee held 49 meetings, each nearly three hours, from June 9 to September 24. Much additional time was spent in subcommittee meetings and in consultation with various members of the faculty and administration.

The committee began its study of the curriculum by reviewing the report of the consultants, submitted to the faculty last May. Although the committee was in substantial agreement with many of the recommendations, it was of the opinion that departmental and divisional criticisms could best be dealt with in discussions with the faculty during the fall. Furthermore, the committee felt that its responsibilities went beyond simple endorsement of the report. Hence at the outset it was decided to deliberate upon an experimental design for the curriculum of Middlebury College best suited to the needs of our students and calling upon the full potential of our academic and financial resources.

ALTHOUGH THE committee has proceeded pragmatically in its designing of a new curriculum, it has been aware of the statement of ideals of a liberal education at Middlebury drawn up by the committee in 1956:

> A liberal arts education in a democratic society is based upon the concept of the dignity and worth of every individual as a human personality. The ends of such an education and the means employed should in all instances be governed by this concept. Students should be provided with a comprehensive knowledge of our cultural heritage, an awareness of the relation of their special fields to this heritage, an understanding of the physical world in which we live, and an ability to think critically in order to form independent judgments. The capacities and powers of these students in rational thinking, curiosity, imagination, and sensitiveness, should be directed toward social responsibility and leadership and also toward a love of learning for its own sake.

Academic jargon, however, is easy to come by, and all efforts to define education in the liberal arts founder in a sea of platitudes. No high-minded statement of academic purposes will produce the desired improvement in the intellectual atmosphere of Middlebury College. Nor will revisions of the curriculum, no matter how imaginative and dramatic, of themselves assure Middlebury a place of academic leadership. Although organization of a curriculum may not guarantee effective education, the committee holds that the plan contained in this report would go far in helping to create a climate in which students could obtain a better education than at present.

The Educational Policy Committee, therefore, proposes to the faculty:

1) That the normal program of study for each student in his first three years shall be four courses and in his senior year shall be three courses and a program of Major Reading. Under this proposal no regular student would be allowed to elect fewer than four courses a semester without permission of the dean and the chief adviser. A student could not carry more than four courses without permission of the dean and the chief adviser unless he was in the top quarter of his class during the previous year. A student would be charged additional tuition only if the extra work were needed to make up academic deficiencies.

2) That the requirements for graduation shall be the passing of the 15 year-courses, or their equivalent, one unit of Major Reading as the equivalent of an additional year-course, and the General Examination. (Each year-course should be considered as the equivalent of eight credits under the system of accreditation now in effect at Middlebury.)

3) That, as at present, students shall be required to demonstrate a reading knowledge of an ancient or modern foreign language before graduation.

4) That, as at present, a year of laboratory science in one of the departments of biology, chemistry, geology, or physics shall be required of all students.

5) That Humanities 11 shall be required of all freshmen.

6) That a course in the area of the social sciences, taught by the Contemporary Civilization staff and appropriately titled, shall be required of all sophomores.

7) That, as at present, two years of basic ROTC shall be required of all qualified male students except those exempt under present regulations, but that both the compulsory ROTC and the voluntary advanced ROTC shall be carried without academic credit.

The committee proposes to the faculty that the program for the freshman year consist of:

1) Humanities 11 and
2) Three courses chosen from
- **a) The languages**
- **b) The social science courses open to freshmen**
  - **1) History 12**
  - **2) Political Science 11**
  - **3) Psychology 11**
  - **4) Sociology 12**
- **c) The laboratory science courses courses**
  - **1) Biology 11**
  - **2) Chemistry 11**
  - **3) Geology 11**
  - **4) General Physics, if offered**
- **d) Mathematics 11 or 12**

The courses should be chosen in light of the college requirements of a reading knowledge of a foreign language and the requirement of laboratory science. Students who come with advanced standing in any subject would be allowed to continue beyond the freshman level in the given subject if they so choose.

As the cornerstone of the new freshman program the committee recommends to the Department of English that a required course entitled Humanities 11 replace the present English 10 and English 11. The prototype of Humanities 11 would be English 11X, an experimental section of English 11 which the department is currently teaching for the second year. This course is designed to teach the student to read critically, both intensively and extensively. During the first term of English 11X about three-quarters of all class hours are spent on the detailed critical analysis of poems. Outside of class, besides writing frequent analyses, the student is responsible for reading independently, but using the critical methods developed in class, masterpieces of world literature, arranged in increasing order of difficulty. For example, this year students in English 11X will read in translation such works as Chaucer's "Canterbury Tales," Voltaire's "Candide," Homer's "Odyssey," Ovid's "Metamorphoses," as well as Swift's "Gulliver's Travels," Joyce's "Dubliners" and selections from the Bible. During the second term the methods of intensive and extensive reading are combined in a detailed class study of selected works of Plato, Sophocles, Shakespeare, Milton, Shaw and T. S. Eliot. Papers during the second term make increasing demands upon the student. It is assumed that if the student is to be allowed greater academic freedom for independent study, he must be adequately trained during his first two years in college. Humanities 11 would aim particularly at making the student responsibile for a larger share of his education.

BECAUSE OF THE demands which the intensified writing program would make upon the Humanities 11 instructor in correcting and conferring, no Humanities 11 instructor should carry more than three sections with 20 students in a section for a total teaching load of nine hours. Small sections here are essential if the English department is to succeed in this sharp intensification of effort to attain greater proficiency in writing.

It is the committee's hope that a student who starts a language at Middlebury may achieve the required standard of proficiency in three semesters, in view of the greater worth of each course and the greater share of the student's time that the language instructor can command. Since a program of independent study is relatively unproductive when a student begins a language, the committee points out that the Division of Foreign Languages could consider holding four class-meetings a week in addition to work in the language laboratory and requiring two hours of laboratory or outside preparation for each class-meeting, as at present. A briefer, but more intensified effort, it is hoped, would allow the student to proceed more quickly to a mastery of a foreign language. For those students who did not elect additional work in language another elective would thus be opened in the spring of their sophomore year.

The consultants' recommendation of a general education course in science was discussed at length, but the sentiment of the committee for both practical and academic reasons favors retention of the present requirement of a laboratory science. The committee believes that the requirement is necessary for the development of a student's understanding of inductive thinking and the experimental method. Students are provided with a view of what the scientist does and what his methods and thought processes are — an essential part of a liberal education today.

In general, then, freshmen would take one course from each of the areas of the humanities, languages, social sciences and natural sciences. A study of student record cards shows that at present about 90 percent of the freshman class take a language course. About 35 percent normally take Mathematics 11 or 12. About 65 percent of the freshmen would probably elect a course in the social sciences.

IN ORDER to provide greater flexibility in the second semester of the freshman year, the committee is asking the departments of French, psychology and Spanish if they would be willing to offer simultaneously each semester the first and second semesters of their freshman courses. It is understood that History 12.2, Sociology 12.2 and Political Science 11.2, with permission, would be open to freshmen without their having taken the first semester's work. Such arrangements, the committee believes, would solve the problem of available second-semester courses in the freshman year without the introduction of so many semester courses that the concept of the year-course would be destroyed.

As the cornerstone of the sophomore year the Educational Policy Committee proposes an intensified required course in the area of social science, modeled upon the present work in Contemporary Civilization. By continuing the formative purposes of Humanities 11, this course would, it is hoped, extend the student's training in intensive and extensive reading begun in Humamities 11. Together then, these required courses would form a spine of shared intellectual experience at Middlebury through the first two years of a student's education. A more appropriate title should be found for the course since it would not really be contemporary, nor would it be a course on civilization as such. Like its prototype, the present Contemporary Civilization, the course would undertake a critical examination of historical, political, social and ethical ideas of continuing significance for contemporary society. As a sophomore course taking one-fourth of a student's time, it could make exacting demands upon students by requiring, for example, substantial background readings done independently and by assigning more written work than is now possible. The first semester would be concerned essentially, as at present, with the analysis and interpretation of selected readings drawn from the works of leading thinkers. The Department of Contemporary Civilization has presented many interesting suggestions for new directions that the course might take second semester, but policy and details still need to be worked out.

Because of the crucial place occupied by this course in the proposed curriculum, its staff, like that of Humanities 11, should teach no more than three sections of 20 students each. If written work is to be demanded at frequent intervals and rigorously evaluated, if frequent conferences are to be held with each student and if classroom discussion is to be a vigorous exchange among students and instructor, then small sections would be essential.

IN ADDITION TO taking this required work in social science, about half of the sophomores would probably elect, through necessity or choice, to continue with a foreign language. But because of the general tightness of the sophomore year under a four-course program, no further required courses are recommended. A study of registrations for the Class of 1959 in meeting Group A and Group B requirements showed that many students' choices seemed to be dictated by considerations of convenience rather than by genuine academic interest. The committee concluded that the breadth of some of the required distribution work was illusory. It would prefer to drop these requirements and to rely instead on the intensified work of Humanities 11 and the revised Contemporary Civilization course and on effective advising to ensure a liberal breadth to a student's education.

As the major program the Educational Policy Committee proposes the following:

Each student during the registration period at the end of his freshman year shall, in consultation with his faculty adviser, elect a major subject; but he may change his selection, after consultation with a representative of the two departments concerned, at any time up to the beginning of his junior year. After this time a change of major subject can be made only by permission of the chairmen of both departments concerned and of the chief adviser.

A major, administered by a major department, shall consist of:

a) A program of four or more required courses, at least three of which shall be within the major department. These courses may be the same for all students within a department, or they may, if the department desires, be varied in accordance with the objectives of the student.

b) Major Reading during the senior year under the general supervision of a departmental adviser. This program is intended to foster the student's capacity for individual study. It is not organized in course form, but its demands shall be equivalent to those of a year-course, and it shall include the preparation for the General Examination. 50 or 70 courses may replace or may be carried in addition to Major Reading, as the department determines. The 50 course is defined as "independent, individual study culminating in a thesis or a spe-

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Editorial

Read, Mark..., Digest

The CAMPUS this week presents and in large part endorses the report that has been the summer's work of the Faculty Educational Policy Committee. Although their full effect would not be felt by the present College generation, the proposals bear careful reading and thoughtful consideration, for, if accepted, they will mark a turning point in the educational outlook of Middlebury.

The FEPC's dramatic recommendations for remodeling the College's curriculum still require the approval of the trustees and the faculty; the opinions of the student body, however, can — and should — carry great weight in decisions which so vitally effect the academic future and reputation of Middlebury. The CAMPUS therefore urges that its readers give searching evaluation to and express considered opinions upon the proposed curriculum changes.

Preliminary study of the report by The CAMPUS has already suggested a number of questions about different aspects of the program. Many others will occur to our readers. Some will be easily taken care of; others may represent more serious problems for the faculty and trustees to consider.

1) Will the books and documents currently available at the College library support a curriculum based so heavily on independent study?

2) How can a student permitted only two or three electives during a four-year program satisfy his curiosity about fields unrelated to his major?

3) Does a prescribed freshman program allow a student not strongly directed toward a particular major to sample enough fields to select the one which most interests him? If a major begun in his sophomore year turns out to be a mistake, will he be able to complete another in two years?

4) Will the distant threat of General Examinations provide sufficient motivation in a Major Reading program which gives no grades and carries no credit?

5) Might not the elimination of the double-major program, coupled with the loss of four electives, encourage compartmentalization?

The proposed curriculum will so extensively change the life of Middlebury student that other, non-academic areas should be re-examined as well. Such questions as these may be relevant:

1) What effect will the increased demands upon students have upon extra-curricular activities and varsity sports?

2) Is not a student body of whom a "more mature" academic performance is demanded capable of accepting comparable social responsibility?

3) Will the revised curriculum work hardship upon students who must hold paying jobs during the school year?

The point, however, is not these specific questions. The FEPC has provided an impressive start on rethinking the whole content and function of education at Middlebury. It is to be hoped that everyone concerned — trustees, administration, faculty, students, alumni — will raise many more questions and help to find answers for them. For only careful consideration of every facet and implication of the revised curriculum can insure the ultimate success of this basically sound proposal. The CAMPUS strongly urges on its readers such consideration of the report that could be of crucial importance to Middlebury in the coming years of increasing academic competition among colleges.

Report to the Faculty: A New Middlebury

(Continued from Page 5)

cial examination and taken for academic credit" and shall be so understood and listed in the college catalog. Major Reading shall be left independent of the usual methods of course procedure. It shall be without credit and without grades.

c) The General Examination, which shall test the student's proficiency and command of subject matter in the broad field of his major subject, drawing upon materials in which he has prepared himself in his major department courses, Major Reading and advisably in one or more cognate courses.

1. The General Examination shall include at least six hours of written examination, and it is recommended that departments add oral examination for each student.

2. The grade on the General Examination shall be the equivalent of a grade in a year-course.

3. 60 courses, as such, shall be dropped, although their content may be re-offered as part of the regular department offerings.

4. It is recommended that each department consider seriously the advisability of requiring one or more cognate courses as a part of its major and of requiring some part of its Major Reading program in a foreign language.

Although this recommendation of a new major program eliminates the joint and double major, it is the committee's intent to encourage majors which depend in part on material drawn from other departments. The Departments of Biology and Chemistry, which now offer a joint major, should make suitable provisions to maintain the pre-medical program. It seems best, however, for a student to work with a major adviser in one department in creating a program adapted to the student's particular interests.

Because the four-course program by its nature limits the number of major courses a student can take and because the needs of both departments and students vary widely, the Educational Policy Committee is proposing neither a maximum number of courses which a student may elect in his major field nor a limit on the number of courses a student may choose in one department each semester. This freedom carries a real danger of abuse, but responsible advising within the department is first and last the most satisfactory way to assure that a student's liberal background is not forsaken for narrow specialization. Nor should departments view this freedom as an occasion for either increasing requirements in the major or proposing new courses in departmental offerings.

Further discussion will be necessary this fall with the pre-professional committee on the programs for pre-engineering, pre-architecture, pre-medicine and pre-dentistry students and with Professor Grant on the teacher-training program. In all cases the programs would be tight but would apparently work in a four-course curriculum.

In order to facilitate the transition to the proposed curriculum, only an adjustment of the present probationary and D-credit rules is recommended, but it should be understood that this proposal would not prejudice a later systematic study of the problem of D-credit, academic probation and failure. The committee proposes that:

1) No more than 6 term-grades of D shall be counted for the degree.

2) A student receiving failing grades in three courses shall be dropped from college at the end of any semester.

3) After the first semester of the freshman year a student receiving two grades below 70 shall be placed on academic probation for the following semester at the end of which time all grades must be 70 or over if the student is to remain in college.

In relaxing the present two-F rule for academic failure, the Educational Policy Committee recommends that all students but the most serious academic failures be given an opportunity, while on a probationary status, to demonstrate the ability and incentive to carry on college work. On the other hand, in raising the standards necessary to get off probation, the committee wishes to underscore the need for dramatic academic improvement if the student is to be allowed to continue for a Middlebury degree.

The committee is asking the deans to reconsider the present course-warning system, attendance requirements and the penalties for cutting which at present involve loss of academic credit.

It also recommends that:

Students who attain an average of 85 in their courses at the end of a semester be placed on the dean's list.

Further, it proposes that the catalog statement regarding commencement honors read as follows:

Commencement honors are awarded for high scholastic rank for the four years of the college course. The degree of A.B. is conferred "cum laude" upon those who have attained an average rank, for the entire course, of 85 through 87; "magna cum laude" if that rank is 88 through 90; "summa cum laude" if it is 91 or above. No student is eligible for these honors who has not done at least four terms' work in residence at Middlebury College.

The bachelor's degree, "summa cum laude," was last conferred in 1925 at Middlebury and only once before that in this century. The present requirement of a 95 average seems virtually unattainable. The highest average attained since World War II has been 92.45. In the last 13 years 13 students have achieved averages of over 91. The awarding, on the average, of one degree "summa cum laude" each commencement would be highly appropriate.

II — THE RATIONALE

In response to the long-felt need at Middlebury for a thorough review of the curriculum and President Stratton's charge to the Educational Policy Committee, in 1955 to conduct such a reassessment, the committee devoted the summer to drawing up the proposals outlined in Section I. Previous recommendations have of necessity been confined to modifying and strengthening limited areas of the curriculum. The uninterrupted summer's effort made possible by the grant from the Fund for the Advancement of Education has now enabled the committee to consider an over-all design which, it hopes, would best serve the purposes of a small liberal arts college offering something uniquely its own, unmatched by large universities. The Educational Policy Committee urges the faculty to consider the possibilities of a four-course curriculum with this end in view.

Throughout its summer's study the committee has had the student foremost in mind. Its primary goal has been to enable him to acquire more rapidly intellectual curiosity and independence which assure that his liberal education will not end with Commencement. The new curriculum would allow him to progress more rapidly toward independent study, enabling him to depend less on teachers and conventional classwork and more on his own intellectual resources and initiative.

The Middlebury student, the committee believes, is plagued by a busyness that may encourage superficiality. Five courses seem simply too many to do well. As a student comes to Middlebury, he can best encompass four disciplines at a time, concentrating his effort on fewer areas and achieving depth instead of surface spread.

The committee would like to see the emphasis as much as possible on training judgment and forming intelligent minds, on the **formative**, as well as on the **informative**. In the freshman and sophomore years Humanities 11 and the revised Contemporary Civilization could be particularly helpful in increasing the significant work of a formative nature. In both courses more writing could be demanded and higher standards expected.

THE BEGINNING STUDENT, by devoting a quarter of his time to the study of a foreign language, could initially achieve greater proficiency as well as a generally higher level of achievement. A student whose inherent language ability is low would benefit by the additional time in class and laboratory provided by this plan. The same terminal point of achievement could be reached in three semesters under the new program as is now reached in four.

The impact of a concentrated freshman program would provide the incentive some students need when they arrive at Middlebury. It would also lessen the criticism still heard from some able freshmen that the first year is only the fifth year of high school.

For the student the proposed curriculum would intensify the intellectual demands made upon him. A more mature performance could be expected as he became responsible for a larger share of his own education within and without the major. Under the new structure the faculty should demand three hours of preparation for each hour of recitation, assuming three class-meetings a week. A student's total time devoted to class attendance and outside preparation should amount to at least 48 hours a week. Thus, a student could be held to a higher level of attainment in all his courses and could be worked closer to capacity.

Conversely, as the student accepted the responsibility for his own education, the emphasis on the course and on the classroom as the educational core could decrease. The focus would be on actively learning, not on passively being taught. The library, not the classroom, would be the true center of the College.

With regard to the faculty, a real concern of the committee has been to devise a program which would tend ultimately to reduce the student-hour work load of the individual teacher. On this point the consultants were most emphatic:

> We also became aware of the heavy burden of work which most of them (members of the faculty) carry. Generally speaking, the reduction of this burden, whether by decreasing the number of courses offered, or by increasing the size of the faculty, or by both, would enhance the effectiveness of the entire college. Our detailed recommendations . . . are meant to amplify this more than any other one suggestion.

Clearly there would be a substantial reduction in the total number of registrations with freshmen, sophomores and juniors normally taking four courses instead of five and seniors taking only three.

The total student-course load would be reduced although the results for any one teacher or department cannot be accurately predicted. Faculty members teaching courses primarily for majors would probably find their course registrations maintained. For those faculty members teaching courses widely elected at present the relief might be considerable. In courses where enrollments remain high and to the extent that the intensified courses and the Major Reading program require additional paper work and individual attention, a burdensome work-load could be alleviated only by adequate staffing. However, the program provides a start on solving the problem of faculty overloading and paves the way in some instances for a highly desirable faculty classroom-load of three courses. In general, it is more accurate to view these proposals as an occasion for establishing a new pattern of faculty work with more time for study and research and for conferences with individual students. The committee believes this to be a more significant employment of faculty effort than is now possible.

IN FACT, THIS reconsideration of the curriculum would lead to even better results if the present convention concerning a fixed teaching-hour load were discarded. At present many departments proceed on the assumption that each faculty member must teach 12 class-hours (that is, four classes or sections) each week, in addition to the supervision of major study, honors work, etc. This may in some cases have led to the offering of courses which satisfied the supposed teaching load requirement rather than basic curricular need.

The committee can find no authority for the 12 teaching-hour requirement either in faculty rule or administrative decision, and, as a matter of fact, the science and language departments have never been able to make much use of the supposed rule. The attempt to apply it may actually have led to inequalities in teaching-loads. For both curriculum and teacher, it would be better to assign teaching burdens in accordance with what is known of their real weight.

Moreover, those faculty members who have definite extracurricular tasks of an academic nature (drama, debating, etc.) ought emphatically to have those activities credited to them as part of their recognized teaching load.

One of the most important features of the proposed plan is that it would operate beneficially upon the whole College by giving to each department a definite occasion for the reassessment of its entire offering and of the principles on which its course offering is organized. There are several ways in which adoption of the plan would lead to, and necessitate, a radical re-examination of our departmental conventions. First, except in the sciences, where four-credit courses already predominate, each course would have to be so much more heavily weighted that it would have to be planned, to a considerable degree, as a new course. Its former syllabus would now be inadequate, and the former definition of its subject matter might no longer seem inevitable. The possibility of a better selection, combination or consolidation of materials, within different course organizations, might well emerge while the courses were being reconstituted. Second, each department would have to reconsider its major courses in relation to the senior program of Major Reading. Some topics previously dealt with in courses would be included in Major Reading, with a corresponding decrease of pressure somewhere in the course offering. Third, some departments would have to make a considerable readjustment of their major courses to adapt themselves to the uniform system of General Examinations which is proposed. The present proposals do not recommend that, aside from Humanities 11 and the revised Contemporary Civilization, specific courses be changed in nature or eliminated, but implementation of the program should bring about these results in many cases. An advantage of the plan is that it provides each department the opportunity to undertake these changes for itself.

Although the committee feels that it is presenting a challenging program which can demand more and get more from the student who wants a Middlebury education, it recognizes the abuses to which the system is liable if any member of the faculty were careless in intensifying the demands of his courses or if some students took the program as a faculty gift of 20 percent more leisure. Any system, including our present one, can be abused or circumvented, but the committee is proceeding with its recommendations with confidence that the faculty will implement the plan conscientiously if it is adopted.

SOME FACULTY members with whom the plan has been discussed have wondered whether Middlebury students, particularly freshmen, have the initiative, self-reliance and ability to organize study time efficiently, which a four-course program seemed to them to entail. In the committee's opinion, the nature of the freshman program, which normally would consist of a laboratory science, an elementary language, a social science or mathematics, and Humanities, as well as the required physical education and ROTC is an answer to the criticism. First, one subject, the science, would remain the same as it is now in its demand and discipline. Second, in the elementary language, some instructors have already suggested that the additional time involved could be well utilized in controlled exercises of various kinds, so that this aspect of the plan might actually decrease, not increase, the possibility of academic failure. Third, as for Humanities, the additional study time has already been apportioned, in the definition of the course, to extended composition, which might put a strain on some part of the freshman, but not upon his self-reliance. In general, of course, the plan does demand of the student a greater sense of responsibility, and it does so because it is intended to do so.

For every improvement in a revised curriculum there is the danger of a loss. The most apparent loss, as the committee sees it, in converting to a four-course structure is one of breadth. The proposed curriculum is tighter; there are fewer free electives. Students who venture into a major for which they are ill-suited may experience difficulty in completing a more congenial one. At first, as a matter of academic principle, some of the committee opposed any narrowing of electives, but an examination of the free elective in action at Middlebury convinced them that greater concentration in depth is of greater educational value than the kind of exposure received from many electives. And by keeping the major program as flexible as possible at least until the junior year, the program would accommodate those students who wish to change majors. Departmental leniency in adhering to its rules may be desirable until the program has been in operation for a few years. Again, competent advising can be invaluable.

BECAUSE OF THE tightness of a student's schedule, systematic and careful advising would be essential throughout his career. It would be necessary for student and major adviser at the end of the freshman year to design a plan of study in which every course would play an important part in the total academic experience.

III — IMPLEMENTATION

Because the future curriculum of Middlebury College must concentrate upon the essentials of an undergraduate liberal arts education, not upon fragmentary specializations which have crept in over the years, the Educational Policy Committee believes that the re-organization and readjustment of present courses would provide a salutary method by which members of the faculty can reassess their own efforts in light of the larger goals of the College. The process of revaluation and revision, difficult and time-consuming as it would be, could itself be a constructive achievement.

Although the Educational Policy Committee is convinced that this plan offers attractive possibilities, it recognizes the magnitude of the effort in undertaking the task of conversion. The years of transition would be difficult. Problems now unforeseen would surely arise. Patience and good humor on the part of students, faculty and administration would sorely be needed.

IN ORDER TO permit ample time for discussion and planning, if adopted, the four-course curriculum could not go into effect before September, 1961. During the January, 1961, registration period students might register not only for spring-term courses but also for fall-term courses under the new plan. Such an advance registration would allow the administration and the faculty an opportunity to evaluate the realignment of course-enrollments.

Although the new program probably would not necessitate large increases in staff, some temporary additions would be necessary as, for example, in the Department of English, where in the year in which the College went on to the plan, English 10 students of the previous year would carry English 11 as sophomores while all entering freshmen would take Humanities 11. A permanent increase of three men would be essential to staff the sophomore social science course, although men from other disciplines may be appointed to teach part-time in this course and part-time in the field of their speciality. A more detailed estimate of faculty needs under the new program will be made after the Educational Policy Committee has discussed the matter with President Stratton and department chairmen.

IV — PLANS FOR 1959-60

It is the committee's intention this fall, as the next phase of its evaluation of the curriculum, to begin a study of the divisional and departmental structure of the College and to review with the departments the various major programs as they would be designed under a four-course curriculum. Such questions as the concept of the prerequisite must be reexamined under such a program.

A subcommittee has been appointed to review the whole structure of faculty committees and to report on the desirability of adopting the consultants' suggestion of a committee of instructions. A subcommittee will be formed to recommend a College policy on sabbatical leaves. Another subcommittee will be charged with a review of the present program of Junior Year Elsewhere and of college policy regarding transfer credit. A study will be undertaken among leading graduate schools on the academic success of Middlebury graduates in recent years. The committee would be grateful for any suggestions as to further areas of the curriculum and related problems which need to be explored.

THE COMMITTEE is inviting Dr. Alvin Eurich, vice president of the Fund for the Advancement of Education, to visit Middlebury and to discuss with the administration, the faculty, and the committee the proposed design of the curriculum and methods of its implementation, if adopted.

During the fall term it is presently contemplated that the chairman will visit Bryn Mawr, Brown and Harvard — institutions which have four-course curricula — to study similar plans in action. He should appreciate receiving from the faculty questions and problems which should be raised at these institutions.

In conclusion, the Educational Policy Committee wishes to express its gratitude to members of the faculty and the administration who not only have patiently listened during a hot summer but also have provided many helpful suggestions already embedded in this report. These recommendations are now formally submitted to the divisions for their evaluation. The committee welcomes a frank and vigorous discussion.

Respectfully submitted,
PAUL M. CUBETA, Chairman
KARL L. ANDERSON
JOHN T. ANDREWS
DONALD H. BALLOU
RICHARD L. BROWN
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SAMUEL GUARNACCIA
WILLIAM HARRIS
WALTER A. MOYER
HOWARD M. MUNFORD
DAVID K. SMITH
BENJAMIN F. WISSLER

'Tempest' Set For November

Erie T. Volkert, professor of drama, this week announced the cast of Shakespeare's "The Tempest," which will be presented Nov. 19, 20 and 21.

Thomas DeWolfe '60 and Marian Clarke '63 will play the romantic leads of Ferdinand and Miranda. Richard Greene '60 will portray Prospero, an exiled duke turned sorcerer, and Kathleen McKinley '62 will play the sprite Ariel. Donald Chauls '60 will play Caliban.

Others in the cast include Gerald Barrington '60, boatswain; Richard Geehr '60, Gonzalo; Peter Ingold '60, Stephano; Sherburn Merrill '60, Antonio; Lawrence Feinburg '62, Trinculo; Peter Shumway '62 and Edward Edsten '63, mariners; Richard Dowden '63, Adrian; Brian Pendleton '63, Francisco; William Potter '63, Alonzo, and Bert Weaver '63, Sebastian.

Three goddesses, Iris, Ceres and Juno, will be played respectively by Beverly Hensel '62, Nina Washburn '63 and Martha Kilgore '61.

Jane MacFarlane '62 will stage-manage the production, which will be directed by Volkert and designed by Chandler A. Potter, lecturer in drama.

The Dance Club will assist in the production.

CARNIVAL COMMITTEES

Carnival committee assignments will be posted Monday on the Mountain Club bulletin board on the second floor of the Student Union.

ON SCHEDULE

Thursday, Oct. 8, UA meeting, North Lounge

7:30 p.m., Russian Club, Munroe 303.

Friday, Oct. 9, 2-10 p.m. Homecoming registration, Student Union.

6:30 p.m., Alumni buffet supper Bread Loaf.

8:30 p. m. Informal lecture on American literature by Howard Munford, professor of American literature, Bread Load Little Theater.

8:30 p. m., "Kind Lady," by Edward Chodorov, Wright Memorial Theater.

Saturday, Oct. 10, 8:30 a. m.-12, registration, Student Union.

8 a. m. - 12, Open houses in classes.

9-11:30 a. m., Alumni coffee hour, South Lounge, Student Union.

9:30 a. m., Alumnae Council meeting, Bread Loaf.

9:30 a. m., Alumni Council meeting, Stewart Lounge.

12-1:15 p. m., Buffet luncheon, Field House.

2 p. m., Williams-Middlebury football game, Porter Field.

6 p. m., Dinner at Bread Loaf.

7 p. m., Combined Library Fund-Alumni Fund meeting, Bread Loaf.

8:30 p. m., "Kind Lady," by Edward Chodorov, Wright Memorial Theater.

9 p. m., "An Evening of Fun," Bread Loaf Barn.

9-12 p. m., Commodore's Ball, Field House.

Sunday, October 11, 8:30 a. m., Alumnae Council Breakfast, Waybury Inn.

10:45 a. m., Special alumni Chapel service, Mead Chapel.

8:15 p. m. Concert-Lecture Series, string trio, Wright Memorial Theater.

Monday, Oct. 12, 7 p. m., Freshman study seminar, Munroe 303.

Concert-Lecture Schedule Announced

Oct. 11: Trio: Orrea Pernel, violin; Karen Tuttle, viola; Lionel Nowak, piano, Wright Memorial Theater.

Nov. 1: The New Art Wind Quartet, Wright Memorial Theater.

Jan. 10: Appleton and Field, piano duo, Wright Memorial Theater.

Feb. 7: Rehfuss, baritone, Wright Memorial Theater.

March 6: Juilliard Quartet, Mead Chapel.

April 24: Vermont State Symphony, Field House.

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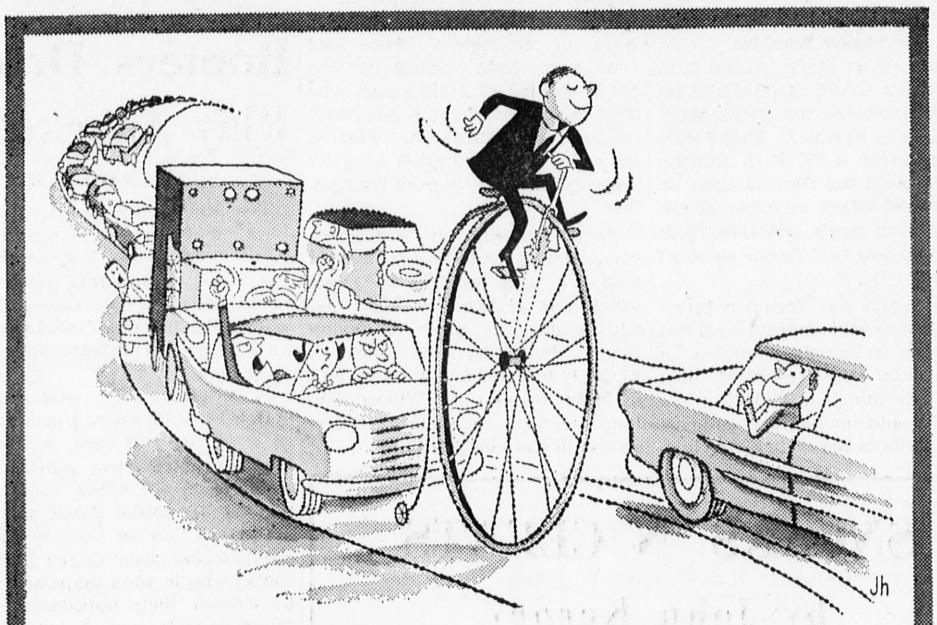
(PUT THESE QUESTIONS ON YOUR BRAIN-PAN AND SEE IF THEY SIZZLE*)



Do you believe that "what's good enough for your father is good enough for you" is (A) a remark indicating that Father had things pretty fancy? (B) a parental trick to avoid spending money? (C) a statement unconsciously revealing an ultra-conservative attitude? (D) an admission that you deserve as big an income as Pop?

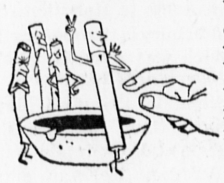
A ☐ B ☐ C ☐ D ☐

If you saw a man on his hands and knees in the street, searching for something, would you (A) try to find it before he does? (B) tell him it isn't worth getting run over for? (C) ask him what he's doing down there? (D) offer to buy it from him when he finds it?

A ☐ B ☐ C ☐ D ☐

Do you think that the old saw "an apple a day keeps the doctor away" is (A) simply a trick to get you to eat apples? (B) rough on the doctor? (C) a health precept that can apply to other fruit, too? (D) applesauce?

A ☐ B ☐ C ☐ D ☐



Would you choose a filter cigarette because (A) of what is said about the tobacco? (B) you could hardly tell the filter is there? (C) it has the most advanced filter design? (D) it claims to filter well because it tastes weak?

A ☐ B ☐ C ☐ D ☐

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**By the way, if you checked (C) in three out of four of these questions . . . man, you think for yourself!*

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Nelsonmen Face Williams with 2-0 Slate

Morse, Barenborg Lead 16-9 Victory Over W.P.I.

Last Saturday afternoon the Middlebury football team defeated a rugged, determined Worcester Tech squad. This see-saw battle began with W. P. I. jumping off to an early 3-0 lead as the result of a 28-yd. field goal by Tech's Ron Pokraka. This was set up by a blocked punt which was attempted by Middlebury quarterback Chris Morse deep in his own territory. During the remaining part of the first period Middlebury maintained possession of the ball with a powerful running attack by Morse, Hubbard, and Barenborg.

Morse Scores

As a result of their late surge at the end of the first period, the Panthers found themselves close to "paydirt" at the beginning of the second period. One yard away from the goal line, Morse snuck across for the first Midd touchdown. Donner, Panther tailback, skirted his own left end on a naked reverse for the two-point conversion.

After the ball exchanged hands, W. P. I. mounted a strong attack, headed by hard running Pokraka. The Engineers threatened in the closing minutes of the first half. However, a determined Panther line stopped the fired-up Engineers on the 1-ft. line as the half ended.

Exchange Fumbles

At the outset of the second half, Middlebury received the kick-off but fumbled on the first down. Soon after, however, The Panthers recovered a W. P. I. fumble. This inspired the Blue to open up a sustained attack as Atkinson ran for eighteen yards and Barenborg picked up two first downs on short plunges.

Once again the Techmen threw up a determined defense and this time they halted the Panthers on the Crimson and Gray 25-yd. line. Their determination paid off when Pokraka split his line and galloped thirty yards to the Midd 35-yd. line. With their aggressive drive still under way, Worcester moved up to the Middlebury 10-yd. line. From this point, fullback Dick Tufts sprinted around his own right end to score. Tech's running conversasion was stopped quickly by an alert play by Gordie Van Ness of Middlebury. This ended the third period.

Final TD

The fourth period saw Middlebury dominate the ball. After the kick-off, the Blue gridders mounted a lethal attack. Morse hit Owren for eleven yards and French for fourteen, while Donner and Van Ness led the potent running attack — Donner running the ends and Van Ness up the middle. These long runs were made possible by the hard blocking of Midd's line, who seemed inspired by the possibility of another touchdown. Finally, Dave Barenborg barreled over for the second Blue tally from the 2-yd. line.

On an exceptional conversion play, Morse, while being tackled lobbed a pass into the end zone which was grabbed by Midd end Gil Owren, who made a diving catch. Following the kick-off, W. P. I. fumbled and lost the ball to Midd lineman Art. Wilkes. The Panthers then maintained possession until the clock ran out.

CAMPUS — Hullihan

BIG PUSH: Tight blocking by Middlebury helped give the Panthers their 16-9 victory over W. P. I. last Saturday.

Panthers Seek Rancor for '59

A capacity crowd of three to four thousand is expected at Porter Field on Saturday afternoon as Middlebury opens it's home schedule with a chance to get one of it's finest starts in recent years if they can score a victory over twice defeated Williams. Time and again in years past, the Panthers have opened up their schedule with two victories only to come up against the boys from Williamstown and get their victory train derailed. This year the Purple Cows come to town on the heels of two resounding thumpings by Trinity and Colby, 42-12 and 42-14 respectively. Meanwhile the Panthers have fought their way to fourth period victories over Wesleyan and WPI by 12-6 and 16-9 scores.

Victors over the Panthers by a 31-0 count a year ago Williams has lost a host of former stars due to graduation and the scores of their first two games reveal just how vital their loss is. However Coach L. A. Watters team can never be taken too lightly and in what promises to be a dismal year for them they would like nothing better than to play the spoiler's role here on Saturday. On the other hand, the home prides have-not beaten Williams since 1954 and are out for revenge for last year's rout at Williamstown. Barring any serious injuries during practice sessions this week and the full recovery of backfield men Ferrentino and Atkinson and end Bill French, Middlebury should go into the game a slight favorite. However, one must bear in mind the awesome scores that the defending Little Three Champions have rolled up against the Panthers in the past, although Middlebury will have the advantage of a huge, highly partisan Homecoming crowd to spur them on.

Soccer Opens Season

Booters Drop Close Tilt; Play Clarkson Away Next

By LEE FARNHAM

The Middlebury College soccer team opened its fall season at Union in Schenectady last Saturday. The result of the game was a loss at the feet of a determined Union team which has now recorded three wins without a defeat. The final score was 3-2.

In an extremely well played match by both sides, Union seemed to be more at ease, having already completed two games. Middlebury, on the other hand, was making her initial debut and had not played "for the record" on any previous occasion. Coach Punderson's team, in good shape and spirit, outshot their opponents but failed to make use of their opportunities as well as Union did.

Baldwin Tallies

One Middlebury score came when Baldwin, playing Center halfback, booted in a direct kick from 40 yards out. The goalie misjudged its trajectory and sallied too far from his cage. In desperation, the cage-minder tried to deflect the shot with his hands but only succeeded in helping it into the cage. This was the final goal for Midd,, but it was not enough.

Union had a fast break developed in which the center-forward would receive a pass from a wing and scamper downfield. This bothered the Panther defense a bit, but they were able to take it in stride. However, Union scored all their goals from outside the goal area which means that they had to rely on three fairly long kicks to penetrate the nets.

On the forward line for Middlebury were Hultgreen, Braddock, Irwin, Askin and Rubottom. The last two, one of last year's good scoring combinations, scored on a pass from Askin to Rubottom. This gave Middlebury a temporary lead of 1-0 which was soon demolished.

Newcomers Impress

In addition to the good play of the forward line, Hall, McEwan and Baldwin did yeoman's service on the defense. McEwan playing his first game at fullback looks very promising for the future, as does Baldwin.

Middlebury seemed to have Union at a loss as far as running was concerned. Although there was a great deal of hustling by both sides, it was generally conceded that the Panthers were in better condition than the rival camp. Union, however, took advantage of one of our non-running moments and scored another goal, possibly the deciding one.

Local partisans will have their first chance to see Midd in action on the Saturday of Parent's Weekend when MIT takes the field at 12 noon. Last year Middlebury lost to MIT in a double overtime period. This could be the most exciting game of the year.

SNEAKS 'N CLEATS

by John Kerney

. . . . . **MOVING AROUND** — I am delighted with the number of people who actually read a sports column on this campus. I didn't even have to take a closed poll. They came to me after they recognized the errors made last week in the closing paragraph. I stated something to the effect that I thought Connecticut would have a tough time beating Maine and Vermont for the Yankee Conference Crown. This was done on purpose to catch the evil eyes of real sports fans. The part about Connecticut is very true for they are having trouble winning just one. The part about Maine is also true, as they walloped Vermont, 52-14, last week. However, Vermont is not even eligible for the title, Thanks readers.

It's Homecoming weekend at Middlebury and one of the people returning for the umph-teenth time will be Williams football coach, Len Watters. His teams have only dropped one out of seven to the Panthers. Besides being an expert at football coaching, Watters is one of the greatest men on the chicken and rice trail in the off season, coming close to the late Jack Lavalle, scout for many colleges and the N. Y. Giants.

The alumni and -ae will be more than pleased with the pamphlet put out by Commissioner "Red" Kelly and staff on the intramural system here at Middlebury. It does more than justice to one of the finest intramural systems in the colleges of the country.

The alums will also be interested in what is in store for the cold winter months. One of the highlights will be a revised hockey schedule which will show twenty-three games in all. These include three with Canadian colleges and two down in the Boston area at the beginning of the X-mas holidays. The season opens at home against Clarkson on December 3. The basketball team will play the same teams. The ski squad will have a whale of a time just defending half the titles they ran away with last year.

Middlebury grads living in the New York City area may have seen the article in the Saturday World-Telegram Magazine on September 26 of this year. However, for those in the rest of the country, I will attempt to sum it up. The article was by Bard Lindeman, '51, and Captain of the football team in his senior year. It was entitled: "Should Your Son Play Football?" Lindeman tries to show the benefits and disadvantages of kids playing football. One of the paragraphs read as follows:

"I remember, too, how the coach, a romantic little figure named Walter (Duke) Nelson, would walk between us as we lay sprawled on the cool, damp concrete flooring between halves and say to each one of us, "when you win, nothing hurts. None of those bruises hurts a lick when you win."

Many Middlebury Gridders have heard this in the past and probably many more will hear it in the future. It is the closest thing to truth I've heard in the sports world.

Scanning the Scene

PAST	FUTURE
Bowdoin 22	Coast Guard at **WESLEYAN**
WESLEYAN 20	**W.P.I. AT BATES**
MIDDLEBURY 16	**WILLIAMS AT MIDDLEBURY**
W.P.I. 9	**R.P.I.** at Kings Point
Colby 42	So. Conn. St. at **NORWICH**
WILLIAMS 14	Hobart at **VERMONT**
Tufts 28	
BATES 12	
R.P.I. 26	
Hamilton 7	
NORWICH 20	
Coast Guard 7	
Maine 52	
VERMONT 14	

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Sports

SPORTS in SHORTS

Field Hockey leads the list of fall sports as the WRA intramural program gets under way. Pat Tyson '61, hockey manager, has announced that nine teams are participating: Battell South and North, Independents, and one representing each of the six sororities. In the first game of the season Battell North defeated Sigma Kappa by a score of 4 to 1.

Nancy Sise and Janice Gabbe, both '63 were recently elected as WRA freshmen representatives from Battell North and South respectively.

Sarah Lawrence College in Bronxville, New York, will be the scene of some of the best tennis in the East as the Eastern Collegiate Tennis Championships for College Women are held October 16-18. Pat Knox and Molly Dugan '60, Mary Twitchell '61, and Penny Hugman '63, accompanied by Miss Catherine Green of the Physical Education Department will participate in the singles and the doubles events.

The University of Massachusetts, North Amherst, Mass., has banned the playing of rock and roll in the student union at breakfast time.

BUSH LEAGUE

After a week of practice games, some of which were cancelled by rain on Wednesday, the Bush League got into full swing on Friday afternoon Oct. 2.

ATO's defending champions showed amazing offensive strength crushing KDR 68-6. Theta Chi tied Chi Psi and ASP forfeited to DKE in the first day of league action.

ATO's Sandy McCabe gathered in three touchdown passes as well as being on the receiving end of two of Hoyt's conversion tosses to score 20 points and take the league scoring lead for the moment. Close behind him was ace sports announcer Zeke Sommers who also grabbed three scoring passes and registered one PAT to wind up with 19 points for the afternoon. Lloyd, Childs, Powell, and Pardee also joined the ATO TD club while Ted Buhl and John Karlik played an outstanding game on defense. KDR averted a shutout in the fourth period when Chaffee threw to Pribram for their only score.

Across the field ASP was scheduled to face DKE but failed to gather enough steam for the contest. The Dekes accepted the forfeit but still wanted action so Sig Ep obligingly rolled out a colorful array of former high school heroes eager to sharpen their offense for their opening game last Monday.

In the day's third game, a gallant undermanned Theta Chi team playing with a handful of iron men and a few substitues battled unit rich Chi Psi to a 13-13 tie after leading 13-0 early in the second quarter. A Chi Psi drive to take the game in regulation time and a deep penetration by Theta Chi in the second overtime were turned back by great defensive efforts by both teams.

Air-Bound Chipsie

Theta Chi got a touchdown on a flying tag penalty and a big extra point by Rap Rappelle to go ahead 7-0 in the first quarter. Dennison scored early in the second quarter to up the lead to 13-0. Chi Psi came back to gain the tie on a second period TD by Wood and an extra point by John (The Toe) Rogers. Late in the third period Rogers threw to Steve Green for the equalizer and the teams lined up for the all important extra point. Rogers first attempt was blocked but Theta Chi was offside on the play. His second try hit the crossbar and bounced back to close the scoring at 13 all. Two overtimes were played in accordance to league rules, in which TC controlled the ball for nine of the ten plays. Another game between the two teams will be rescheduled at a later date.

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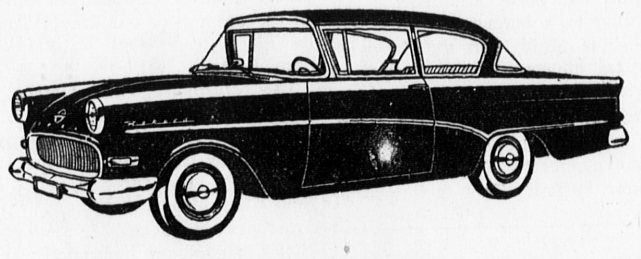

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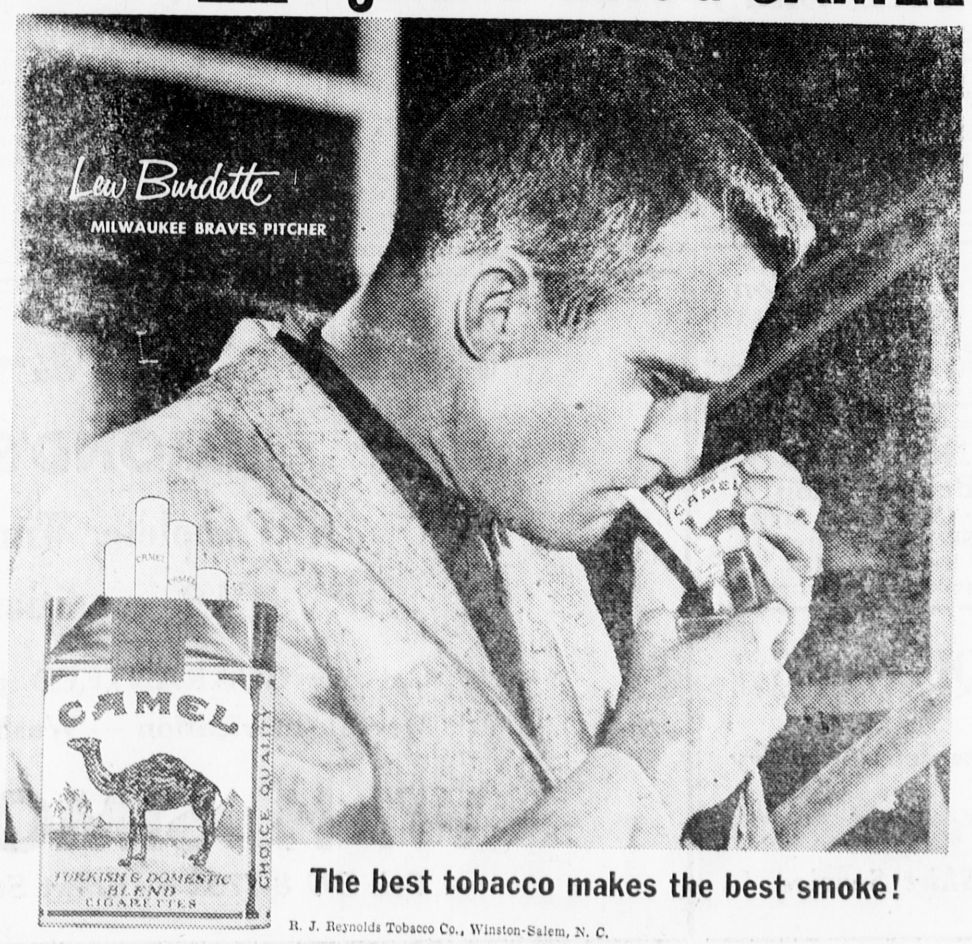

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Gamaliel Painter's Exploits Provide Traditions for Town and College

Gamaliel Painter and his indigo-hued staff, 5 a. m. chapel services and other mythological events in the depths of the College's past are common knowledge. So are legendary doings of our faculty, though it might be more polite to term these mere fabrications of the overstimulated student mind.

Joseph Battell, donor of the Breadloaf and Snow Bowl campi, is celebrated in a poem by an early member of the Writers' Conference staff, Donald Oenschlager. In this opus, entitled "Joseph Battell Rides at Night," the wild ride of Battell in a sleigh drawn by Morgan horses over the frozen Middlebury Falls on a moonlit winter night is narrated.

When Gamaliel Painter wasn't chastising remiss students with the ubiquitous cane, he was looking out for the future food supply in the village of Middlebury. According to a legend, he imported, true-blue Midd Man that he was, several enormous pike to live in Otter Creek.

Out in New Haven cemetery, the mortuary-minded may see a grave connected by a shaft to the ground surface. This is the grave of one "Odessa" Smith, who retired to his Vermont home after representing the United States at Odessa, Russia.

Smith believed that he was destined for resurrection after his death and left instructions to preserve his body in the local funeral parlor for a few days. Smith failed to rise to the occasion and was duly interred in the New Haven Cemetery, but the passage from the coffin to the surface was left open in case the resurrection should be a delayed reaction.

Library Career Meeting Friday

Wyman Parker '32, librarian at Wesleyan University, will meet with all students interested in library work as a career tomorrow afternoon.

The purpose of the meeting is to give interested students more information about this field, in which there is a great shortage of adequately trained personnel, Gordon C. Perine, director of alumni relations and placement also pointed out.

Upon graduation from Middlebury, Parker worked at the New York Public Reference Library. From 1936 through 1945 he was librarian at the Middlebury College Library. He has also served as librarian at Kenyon College.

Students from the University of Vermont have also been invited to attend.

Barenborg Is Head Of Fire Safety Group

At the final meeting of the Men's Undergraduate Association last spring, David Barenborg '60 was appointed chairman of the Fire Safety Control Committee. Others on the committee are David Tucker '61, Paul Wrubel '61 and William Badgely '61.

The committee will not strive to set up an entirely new set of fire-prevention rules for the campus, but will try to familiarize the student body with those now in effect. They also plan to adapt measures proven successful elsewhere to the Middlebury campus.

The main areas to be dealt with in the campaign will be safety in dorms, safety in fraternities and student behavior at off-campus fires.

Busy Weekend Ahead; Houses Plan Gala Evnts

(Continued from Page 1)

the game, featuring Billy Temple's jazz group. A buffet will be served at 7 p.m. At 11:30 a BYO party with an as yet undecided jazz group will begin and continue until the witching hour.

Kappa Delta Rho will feature the Colgate Hi-Fi's at an afternoon cocktail party from 4:30 to 6:30 p.m., followed by a buffet supper until 7:30 p.m. After the dance KDR plans a BYO party.

Phi Kappa Tau has no special plans other than one long party beginning Saturday afternoon and ending early Sunday morning.

Weekend plans at Sigma Phi Epsilon are unavailable. Theta Chi has made no definite plans as yet, with the exception of a tea for the freshmen women to be held from 3 to 5 p. m. Sunday.

Zeta Psi has slated a cocktail party with Hap Snow and the Whirlwinds from 4:30 to 8:30 p.m., with a buffet from 6:30 to 7:30 p. m. A BYO party is scheduled from 11:30 to 1:30 a. m.

Atwater Club plans a running bar all Saturday afternoon, with party snacks and fixings. After the dance, from 11:30 to 1:30 a. m., a keg and punch party has been scheduled.

Situation Crucial at Wright Theater as Players Sweat

(Continued from Page 1)

CAMPUS future book, "Murder at WMT?"

A weary-looking gentleman, sprawled in an armchair, looked at us and said, "I hab a code." We inquired if it was interfering with his performance, and he reared up and announced distinctly, "I am not an actor." Forgiving us for our lapse, he very kindly handed us a pristine white mug. As far as we could see nobody else got any coffee.

Extraordinary Badgering

Back to the auditorium, where we watched a scene of extraordinary badgering. Coming from the uproar behind scennes, we were amazed at the chills that snuck down our spine as we watched the psychological tactics of the crook and his cockney cohorts.

After this tense moment we rushed backstage to hear from the mouth of the kind lady herself how this scene affected her. We found her standing shakily at the bottom of a pair of steps babbling quetly to herself, "I know he won't drop me, I know he won't drop me." Assuming this was some part of the creative process, we quietly stole away, and she stumbled off, murmuring, "Why can't I learn to walk?"

Weary-looking gentleman came up and removed mug from our rigid grasp. "Why don't you just go out front and watch the third act," he suggested. "You really look like a good audience type."

We did, and it ended happily. Well, relatively.

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ALUMNI VIEW MIDD SCENE WITH ALARM

by Lou McGou, Your Inquiring Reporter

"Of course, the best way to achieve a real Zen mood is to play some Dave Brubeck LP's at 16 r.p.m. on the phonograph," a tall man was saying as Your Inquiring Reporter entered The Vermont Book Shop to interview some of the alumni who are here for Homecoming.

I kept my pen poised and ears open. The former was necessary to take notes, and the latter because a Freshman in the record booth was playing at full volume The Mormon Tabernacle Choir singing "The Battle Hymn of the Republic" (the guy down the hall has this album and it is great) while the stereo machine was jumping with the new album "The Great Sounds of Les Elgart."

Mr. Blair, the genial prop. of this fine book store, came over, took out his ear plugs and asked how things were. He is a great talker if you can get him going. The trouble is, no one can get him going. Well, unless you ask him a technical question like I asked what Columbia records meant when they said "Guaranteed High Fidelity" on the covers. He gave me such a long lecture on how Columbia developed the LP record, and how their engineers always did this and that, and then when he brought out charts and books about Columbia stereo records and how good they are and all that jazz, I finally sneaked his ear plugs off the desk, leaned against some shelves and practiced multiplication tables in my head.

Unfortunately, I forgot to remove the ear plugs, and when I went back to the dorm to listen to John Gielgud's "Ages of Man" in the guy's room down the hall, two-thirds of the record was finished before I realized it was not supposed to be pantomine.

I told Mr. Blair that I was looking for a real crabby old alumnus who would take a dim view of Midd today ("dim" is "Midd" spelled backwards, of course) which would make a good story for the paper, because it always sounds good to have alumni viewing things With Alarm. He said he didn't know any crabby alumni, but had I heard the record with Hal Holbrook giving a Mark Twain lecture, because it was very funny, and Mark was pretty crabby? I made a mental note to suggest this record to the guy down the hall.

Then two men with pretty wives came in and said they were Williams alumni, so I stuck around to get their impressions of Middlebury. Mr. Blair is Williams '00 so all they talked about was Williams and not Middlebury.

They finally said they wanted a "Porgy and Bess" album, the sound track record, and they wanted it gift-wrapped, which Mr. Blair did for them. Then they started complaining that the package looked lumpy. Pretty, they said, but lumpy, and the book store in Williamstown never makes lumpy packages. Mr. Blair said that The Vermont Book Shop was just as good as any store in Williamstown, he'd have them know, and then the package began to smoke, and they discovered that Mr. Blair had wrapped his pipe in with the record by mistake, and we all had a good laugh together. I put the Myles Davis record of "Porgy and Bess" on the phonograph, but the Williams men didn't seem to dig it. I guess they are not very sophisticated down at Williams.

Next week I really must find some crabby alumni.

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Campus, Kaleid and WRMC Caught in Moving Situation

By RUTH GODDARD

Many people on campus may not know that WRMC, Kaleidoscope and The CAMPUS have moved their cells of slavery from the StuU to the old Alumni building. But the inmates themselves are even more mystified as to how they got there.

Everything — filing cabinets, furniture, radios, etc., was piled into a truck, and there - followed a wild scramble for seats atop the jumble, much as if it were the embarking point for a safari on top of an elephant. No one walked, of course; inhabitants of an ambulatory oasis such as Middlebury are quick to take advantage of any type of locomotion, even if they have to ride astraddle a filing cabinet.

Get It Off

At journey's end there was another wild scramble to unload. Never mind where it falls, just get it off that truck. Consequently there was a colossal mess, differing only in degree from the usual office clutter. The radio wires formed a labyrinth around assorted tables, chairs, and 15-foot pieces of lumber. The floors had been thoughtfully covered with a soft layer of sawdust (designed to cushion the nasty falls resulting from tripping over the wires) and just as thoughtfully, the telephones of the CAMPUS had been installed in WRMC's rooms, necessitating, at each ring, a plunge through the maze of wires, equaled in valor only to the Charge of the Light Brigade.

The beloved old copy desk of The CAMPUS would not fit through the door, so a new one had to be provided. It has shorter legs but is much longer (thus bearing a marked resemblance to a dachshund) and future meetings of the staff are bound to be more formal, since written notes instead of shouts will have to be passed from one end to the other.

Sweet Mystery of Life

The new quarters are nice but hold undreamed-of mysteries for their new inhabitants. For instance several doors will not open from one side or the other. The electric outlets have magical powers — a clock radio that will not run anywhere else on campus works there. This is fortunate for the men who work late nights in the office — now they can be waked by music instead of the harsh cries of the janitor as he sweeps up in the morning.

Still another unsolved mystery of The Move of the Century is the appearance of a large gilt-edged picture frame — no picture, just a frame. No one had seen it before. Since no one remembered a picture that would fit it, it was thrown out, but this was probably a mistake. At the one bottom of one of the barrels or behind one of the locked doors will probably appear a large oil painting of the Blue Boy that would just fit the frame. Then the staff will have to find a picture of Pinky to keep him company.

Perhaps the strangest mystery is The Safe. Huge, black and foreboding, it stands in one corner on legs. It is large enough to hold at least three bodies, and on the front is a piece of paper with the combination neatly lettered in. The only trouble is that the combination is not the right one. If anyone on the campus has had previous experience in cracking safes, please call the editor immediately.

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Tuttle, Pernel, Nowak to Present First Concert at Wright Theater

A trio of violinist, violist and pianist will perform at 8:15 p. m. Sunday at Wright Memorial Theater in the first presentation of this year's Concert-Lecture Series.

The program will open with "Three Madrigals for Violin and Viola," by Bohuslau Martin. "Sonata No. 2 for Violin and Piano," by Bela Bartok, will be the second number. "Duo for Violin and Viola," by Hector Villa-Labos, will be performed by the group. The program will conclude with "Sonata No. 4, Opus 11, Viola and Piano," by Hindemith.

The trio, all members of the Bennington College faculty, consists of Karen Tuttle, violin; Orrea Pernel, viola, and Lionel Nowak, piano.

Karen Tuttle was head of the department of viola and chamber music at the Curtis Institute of Music in Philadelphia for ten years.

She has performed in the Casals Music Festival and the MGM Recording String Quartet. Miss Tuttle also was a member of the Thomas Scherman and Daniel Saidenburg Chamber Orchestras in New York and performed in many solo appearances on radio and television. Until recently she was a staff violinist for the National Broadcasting Company.

Orrea Pernel was born in England. She has toured the United States and Europe extensively as a soloist for many symphony orchestras including the Boston, Toronto, Montreal, Denver and the British Broadcasting Company, Zurich and Helsinki radio orchestras.

Composer-pianist Lionel Nowak was born in Cleveland, Ohio. For ten years he was a professor of music and fine arts at Fenn College. Recipient of the Federation of Music Clubs Award for 1923, 1925 and 1933, he was appointed conductor of the Spartenburg Symphony Orchestra in 1942.

Nowak's compositions include several large modern ballets, each with over one hundred performances, chamber music and orchestral works and numerous songs and piano pieces

'Mother, I Hate George,' Screams Typist

By MOLLY DUGAN

Mother, I hate George, and the only thing I hate more than George is the girl he imported this weekend!

Why didn't we think about imports when we fell for that favorable ratio routine? With Green Mountain, Vermont College and Skidmore in the vicinity, the ratio is unfavorable.

Yes, it's Saturday night again, and here I sit. I just love keeping the home fires burning here on BSLLC (Battell South Lower Long Corridor.) Don't get me wrong: I like Middlebury and CC and sometimes I even like French 12, but I cannot stand George.

You remember George. I was in love with him last week. Then he was so attentive. He almost drowned me with coffee at the Stu U, and he swamped me with papers to type. I was so looking forward to visiting Chipman Hill, a nearby geological oddity, with him again, and then She turned up.

George phoned before supper and I said yes before he finished. He had the gall to ask me to type a five-page paper due at ten this evening. (That sounded strange, but my JC said it was done occasionally.)

Anger replaced my disappointment when he AND a little blond thing delivered those illegible scrawls I had promised to type.

Typing Saturday night is bad enough, but did he have to introduce me to "my roommate's sister who arrived unexpectedly this afternoon?" And do you think it was absolutely necessary for him to ask me to find her a place in the dorm for the night?

Can you blame me for hating both of them for plotting against the domestic market? A high tariff should be placed on imports.

WHEELER APPOINTED

The College recently announced the appointment of Philip H. Wheeler, Jr., of Brattleboro as administrative assistant in the financial offices. Wheeler attended the Mount Hermon School, and graduated from St. Lawrence University in June.

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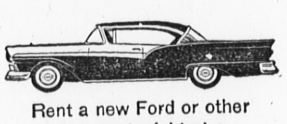

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